Here are some additional Teen resources:

<http://kidsaid.com/>

                                                              KIDSAID  is a safe place for kids to help each other deal with grief and loss. It's a place to deal with feelings in our e-mail support group, to share and view artwork and stories, and for parents and kids to ask questions and find answers.

Additional information and resources on grief and bereavement can be found on our mother site GriefNet.org

<http://www.childgrief.org/documents/IdeasfoCopingwithaDeathinYourSchoolorOrganization.pdf>

Children’s Grief Education Association

<http://www.childgrief.org/documents/IdeasfoCopingwithaDeathinYourSchoolorOrganization.pdf>

CHILDREN’S GRIEF EDUCATION ASSOCIATION

IDEAS FOR COPING WITH DEATH IN YOUR SCHOOL OR ORGANIZATION

IMPORTANT NOTE: If there is an emotionally or psychologically unstable student in class, consult with

the school psychologist, counselor, social worker, nurse, or special education teacher and the child’s

parents.

Here are some suggestions for supporting each other prior to and after the death. Adapt these suggestions to the

needs of the students and the family involved.

Before the death you can:H

• Allow students to talk about their own feelings

• If the child has hospice care, with the family’s permission, invite the social worker or nurse to come talk

with the class

• Answer questions about the illness, disorder, or disease

• Reassure the students that the illness is not contagious, even when that seems obvious

• Reassure the students that the sick child is not in pain (if that’s true)

• Reassure students that they did not cause the sickness

• Create a banner with each class member contributing artwork or notes to the sick child

• Make an audio or video recording of students’ messages to the child and family.

Both before and after the death:

• Create opportunities for service to the family

• Make greeting cards

• Visit as appropriate

• Share in a class project to make something for the sick child or family

• Ask a florist to donate flowers to the class so the class can make a bouquet to deliver

• Parents may coordinate, prepare and deliver meals for the family

• When a terminally ill elementary age child dies, with the bereaved family’s permission, notify the students’

parents of the death and relevant information

• Encourage the parents to discuss this with the children prior to coming to class

• When parents ask, “Should my child attend the funeral or memorial service?” the appropriate answer is to

allow the child to decide, if the funeral is open to the community.

Some additional suggestions for supporting each other after the death of a student:

• Answer questions about the death truthfully.

• When Dinosaurs Die by Laurie and Marc Brown offers a helpful explanation of death for preschool and

elementary age children

• Badger’s Parting Gifts by Susan Varley is meaningful for all ages

• The Fall of Freddie the Leaf by Leo Buscaglia is popular with older children and adults

• Remind students that the illness was not contagious, even when that seems obvious

• Reassure the students that the child did not die in pain (if true) and is not in pain now

• Reassure students that nothing they thought or did caused the death

• Continue to create opportunities for service to the family

• Attend the funeral

• Send a special note from the class on the deceased’s birthday and special holidays.

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<http://www.childgrief.org/resources.htm>

FILES ON THIS SITE

**For parents, teachers, counselors & school counselors**

<http://www.childgrief.org/documents/WordsthatHelpandHurt.pdf>

CHILDREN’S GRIEF EDUCATION ASSOCIATION

WORDS THAT CAN HELP

Offering support to a grieving child can begin with a simple statement or open-ended question. Here are some

conversation starters:

• I’m sorry your mom/dad/sister died.

• What was your dad/mom/brother like?

• Tell me about your\_\_\_\_\_\_\_\_\_\_.

• What was his favorite food?

• What do you miss the most?

• What is the hardest part for you?

• What is the hardest time of day for you?

• I cannot know how you feel, but I remember how I felt when my \_\_\_\_\_\_\_\_\_\_ died.

• I care about you.

• I care about how you are feeling.

• Is there anything I can do in the classroom to help?

• Is there anything in the classroom you would like to change to feel more comfortable?

• Would you like to talk about it?

• I’m available at this time, if you would like to come by to talk.

• Whenever you want to talk about it, I’m here for you.

• I’m thinking about you especially today because I’m aware that today is your mother’s birthday (anniversary of

the death, your birthday, etc).

• I’m here to listen if you want to talk, or just spend time together if you don’t want to talk.

• When is your recital (game, rehearsal, etc.)? Would it be okay if I stop by?

WORDS THAT CAN HURT

The following are a few of the potentially harmful comments that are often offered to children grieving the loss of a

parent:

• I know just how you feel.

• I know just how you feel…my dog died last year.

• Lick your wounds and move on.

• You’ll get over it.

• It will be okay.

• Don’t think about it.

• You are better off without him.

• Don’t cry.

• It’s your fault.

• You drove your father to drink.

• If only you had \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

• Tears won’t bring her back.

• Be strong.

• Forget about it.

• You are the man/woman of the house now.

• You should feel….(proud, relieved, happy, sad, etc.)

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